Development of Effective Learning Strategies to Improve Social-Emotional Skills in Early Childhood

by 1 1

Development of Effective Learning Strategies to Improve Social-Emotional Skills in Early Childhood

Abstract

Early childhood education has a very important role in early child development. Education provided in early childhood must be comprehensive, covering various aspects such as social-emotional, cognitive, physical and language skills. However, social-emotional skills often do not get enough attention in early childhood learning. So, this research will discuss the development of effective learning strategies to improve social-emotional skills in early childhood. The focus of this study is primarily qualitative. Listening to and recording pertinent information is a data collection method that can then be used in data analysis steps like summarization and visualisation. Study ii came to the conclusion that developing effective learning strategies can improve social-emotional skills in early childhood. Some strategies that can be implemented and are potentially effective include implementing learning programmes based on children's needs and interests, using interactive and collaborative learning methods, and facilitating a safe, comfortable and supportive learning environment.

Keywords: Development, Strategy, Learning, Effective, Skills, Social-Emotional, Early Childhood

Abstrak

Pendidikan anak usia dini memiliki peran yang sangat penting dalam perkembangan anak sejak dini. Pendidikan yang diberikan pada anak usia dini haruslah menyeluruh, meliputi berbagai aspek seperti keterampilan sosial-emosional, kognitif, fisik dan bahasa. Namun, seringkali keterampilan sosial-emosional tidak mendapatkan perhatian yang cukup dalam pembelajaran anak usia dini. Maka, riset ini akan membahas tentang pengembangan strategi pembelajaran yang efektif untuk meningkatkan keterampilan sosial-emosional pada anak usia dini. Fokus dari penelitian ini adalah kualitatif. Mendengarkan dan mencatat informasi yang relevan adalah metode pengumpulan data yang kemudian dapat digunakan dalam langkah-langkah analisis data seperti rangkuman dan visualisasi. Studi ii tiba pada kesimpulan yakni pengembangan strategi pembelajaran yang efektif dapat meningkatkan keterampilan sosial-emosional pada anak usia dini. Beberapa strategi yang bisa diimplementasikan dan sangat potensial efektif antara lain penerapan program pembelajaran berbasis kebutuhan dan kepentingan anak, penggunaan metode pembelajaran yang interaktif dan kolaboratif, serta memfasilitasi lingkungan pembelajaran yang aman, nyaman, dan mendukung.

Kata Kunci: Pengembangan, Strategi, Pembelajaran, Efektif, Keterampilan, Sosial-Emosional, Anak Usia Dini

Corresponding author:
Email Address:

INTRODUCTION

Early childhood education (ECE) has a very important role in early child development (Budiharjo, 2017). Education provided in early childhood should be comprehensive, covering various aspects such as social-emotional, cognitive, physical and language skills (Darling-Churchill & Lippman, 2016). However, social-emotional skills often do not get enough attention in early childhood learning, even though social-emotional skills are very important for children's future development (Nix et al., 2013); (Pahl & Barrett, 2007) and (Mondi et al., 2021)

Social-emotional skills relate to a child's ability to interact with others, regulate emotions, and resolve conflicts well (Denham, 2006). Good social-emotional skills can help children develop healthy social relationships and help children cope with problems and stress (Sancassiani et al., 2015). However, developing social-emotional skills in early childhood is not easy. Having effective learning strategies

is essential to improve social-emotional skills in early childhood. Therefore, this research will discuss the development of effective learning strategies to improve social-emotional skills in early childhood.

METODE

In this study, instead of going out into the field to gather data, researchers undertook desk research, in which they reviewed a variety of reference sources to ensure the study ran well. Learning strategies, efficacy, skills, social-emotional development, and early childhood are some of the keywords that were used to locate relevant articles from internet media and databases from journal portals. Instead of relying solely on Emerald Insight, ResearchGate, or Elsevier's journal portals when compiling a list of pertinent references, the author takes a more holistic approach. Since the article's primary focus is on social and emotional development in young children, the author wisely narrowed the scope of the search to those terms. Articles released between 2015 and the present were prioritised in the search for journals, magazines, and newspapers. We used keyword searches on several online databases to find the references we needed. Not all of the downloaded papers, journals, and periodicals will be used, however; only those that are most pertinent to the creation of efficient instructional methods and their connection to the social-emotional development of young children will be considered for inclusion in the final product. 21 sources were used to supplement the information in this article.

This study is an example of a qualitative study. Listening to and recording pertinent information is a key part of the data collection process, which is followed by data reduction, data presentation, and conclusion drawing in order to build a comprehensive picture of the literature review. In order for the data to yield useful insights and facilitate inference, we must first reduce the volume, variety, and complexity of the data. For this reason, the reduction stage is essential for data analysis due to the sheer volume and complexity of the data. In this elimination phase, we determined which pieces of information were most useful in achieving our objective. At first, we had 54 examples to work off of. However, following this preliminary procedure, it became 21. After that, we'll proceed to the data display. This phase follows on from the data reduction phase, during which a collection of data is methodically organised to make it simple to understand, allowing for the possibility of drawing conclusions. Information is presented in a narrative format (in the form of field notes). Our ability to organise and organise data according to a relationship pattern will be facilitated by this data presentation. The final step is to derive inferences from the data. This is the final step in the qualitative data analysis approach that we take, and it still alludes to the analytical goals that were set out at the beginning of the process. The goal of this phase is to draw conclusions and offer solutions based on the gathered data by identifying patterns, similarities, and differences. The sources we rely on are trustworthy, so we can draw reliable judgements. This is an attempt at locating reliable conclusions in the interest of clarity.

RESULTS AND DISCUSSION

Developing effective learning strategies to improve social-emotional skills in early childhood is an important process to help children gain the ability to interact with others better and to regulate their emotions effectively (Lam & Wong, 2017) and (Housman, 2017). Social-emotional skills are essential for a child's overall development and growth (Alzahrani et al., 2019). Children who have good social-emotional skills tend to have a better ability to cope with stress, adjust to change, and develop good relationships with others.

Learning social-emotional skills in early childhood must be done effectively to ensure that children acquire the necessary skills to overcome social-emotional problems. Here are some strategies that can be used to improve social-emotional skills in early childhood:

1. *Learning through play*: Play is an effective way to build social-emotional skills in early childhood. In play, children can learn about concepts such as sharing, empathising, controlling emotions and solving problems (Rauf & Bakar, 2019). At the same time, play also provides opportunities for children to learn to respect and understand others.

2. *Group activities*: Group activities allow children to learn how to co-operate with others and to build the social skills necessary for living in society. Group activities can involve group games, teamwork and collaborative projects. In these activities, children can learn about communication, negotiation and conflict resolution (Lee et al., 2015).

3. *Use of good models and examples*: The use of good models and examples can help children understand the behaviour expected of them in social situations. Good examples can include stories, films or children's books that contain moral messages about how to respect others, solve problems and control emotions (Pulimeno et al., 2020).

4. *Provide positive reinforcement*: Providing positive reinforcement such as praise, rewards, and prizes can help motivate children to continue the behaviour expected of them (Saputri & Widyasari, 2021). It can also help children feel valued and recognised, thus improving their self-confidence and social-emotional skills.

5. *Using technology*: Technology can be used to help children build social-emotional skills (Ausat, 2022). There are many educational apps and games specifically designed to help children acquire social-emotional skills. For example, apps like ClassDojo and Puzzlets can help children learn about empathy, conflict resolution and emotion regulation in a fun and interactive way.

6. *Involve parents and family*: Parents and family have an important role to play in helping children build their social-emotional skills (Zen et al., 2023). They can provide support, set good examples and help children practise the skills they have learnt. Parents and families can also help identify social and emotional issues that children face and provide the necessary support to help them overcome them (Manafe et al., 2023).

7. *Developing a consistent curriculum*: A consistent curriculum can help children acquire social-emotional skills in a regular and thorough manner. Developing a curriculum requires adapting to the child's developmental stage, providing a range of activities and events that stimulate social-emotional skills, and ensuring that the material taught is relevant to the child's needs (Darling-Hammond et al., 2020).

8. *Observing and measuring children's progress*: Observing and measuring children's progress in acquiring social-emotional skills is important to determine the success rate of the learning strategies implemented. This can be done through observations, notes and interviews with children and parents. The results of observing and measuring children's progress can be used to improve learning strategies and provide useful feedback to children and parents (Booren et al., 2012).

9. *Involving education professionals*: Education professionals such as teachers, psychologists and counsellors can help develop effective learning strategies to improve social-emotional skills in early childhood (Frydenberg, 2021) and (Humphries et al., 2018). They can provide support in identifying the social and emotional issues children face, provide useful advice and assist in devising learning strategies that suit children's individual needs.

Developing effective learning strategies to improve social-emotional skills in early childhood is a continuous process that involves various elements in a child's education. By implementing appropriate learning strategies, children can acquire the social-emotional skills needed to live in society and improve their overall quality of life.

In addition, strong social-emotional skills can also help children in learning at school, achieving academic goals and establishing good relationships with peers and adults. Therefore, it is important for curriculum developers and education professionals to continuously update and improve their learning strategies so that children can get the most out of their education.

It is important to remember that every child has unique needs and potential. Therefore, effective learning strategies for improving social-emotional skills in early childhood should be tailored to the individual needs of the child and the social and cultural environment in which they live. In this regard, curriculum developers and education professionals must continually adapt and develop innovative and creative learning strategies to meet children's needs. In essence, developing effective learning strategies to improve social-emotional skills in early childhood is a complex task that requires collaboration between curriculum developers, teachers, parents and education professionals.

CONCLUSION

Based on the previous discussion, we can conclude that developing effective learning strategies can improve social-emotional skills in early childhood. Some strategies that can be implemented and are potentially effective include implementing learning programmes based on children's needs and

interests, using interactive and collaborative learning methods, and facilitating a safe, comfortable and supportive learning environment.

To improve social-emotional skills in early childhood, the development of effective learning strategies is needed. Based on the above conclusions, there are several suggestions that can be implemented, namely: First, implement a learning programme based on children's needs and interests, which takes into account the characteristics and potential of each child. Second, using interactive and collaborative learning methods, such as role-playing, small group discussions or simulations. Thirdly, creating a safe, comfortable and supportive learning environment by providing enough space to move and play, as well as interesting and varied learning facilities and resources. Fourth, involve parents or families in the learning process by providing information and support to develop children's social-emotional skills. Finally, continuously evaluate and improve the learning programmes and strategies implemented to ensure effectiveness and efficiency in improving social-emotional skills in early childhood.

REFERENCES

Alzahrani, M., Alharbi, M., & Alodwani, A. (2019). The Effect of Social-Emotional Competence on Children Academic Achievement and Behavioral Development. *International Education Studies*, *12*(12), 141. https://doi.org/10.5539/ies.v12n12p141

Ausat, A. M. A. (2022). Positive Impact of The Covid-19 Pandemic on The World of Education. *Jurnal Pendidikan*, *23*(2), 107–117. https://doi.org/10.33830/JP.V23I2.3048.2022

Booren, L. M., Downer, J. T., & Vitiello, V. E. (2012). Observations of Children's Interactions with Teachers, Peers, and Tasks across Preschool Classroom Activity Settings. *Early Education & Development*, *23*(4), 517–538. https://doi.org/10.1080/10409289.2010.548767

Budiharjo. (2017). The Importance of Early Childhood Education and Development in Indonesia. *International Journal of Multimedia and Ubiquitous Engineering*, *12*(4), 141–148. https://doi.org/10.14257/ijmue.2017.12.4.12

Darling-Churchill, K. E., & Lippman, L. (2016). Early childhood social and emotional development: Advancing the field of measurement. *Journal of Applied Developmental Psychology*, *45*, 1–7. https://doi.org/10.1016/j.appdev.2016.02.002

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, *24*(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

Denham, S. A. (2006). Social-Emotional Competence as Support for School Readiness: What Is It and How Do We Assess It? *Early Education & Development*, *17*(1), 57–89. https://doi.org/10.1207/s15566935eed1701_4

Frydenberg, E. (2021). Social Emotional Learning in the Early Years: Innovation and Applications. *Journal of Psychologists and Counsellors in Schools*, *31*(2), 184–194. https://doi.org/10.1017/jgc.2021.18

Housman, D. K. (2017). The importance of emotional competence and self-regulation from birth: a case for the evidence-based emotional cognitive social early learning approach. *International Journal of Child Care and Education Policy*, *11*(1), 13. https://doi.org/10.1186/s40723-017-0038-6

Humphries, M. L., Williams, B. V., & May, T. (2018). Early Childhood Teachers' Perspectives on Social-Emotional Competence and Learning in Urban Classrooms. *Journal of Applied School Psychology*, *34*(2), 157–179. https://doi.org/10.1080/15377903.2018.1425790

Lam, L. T., & Wong, E. M. Y. (2017). Enhancing social-emotional well-being in young children through improving teachers' social-emotional competence and curriculum design in Hong Kong. *International Journal of Child Care and Education Policy*, *11*(1), 5. https://doi.org/10.1186/s40723-017-0031-0

Lee, D., Huh, Y., & Reigeluth, C. M. (2015). Collaboration, intragroup conflict, and social skills in project-based learning. *Instructional Science*, *43*(5), 561–590. https://doi.org/10.1007/s11251-015-9348-7

Manafe, M. W. N., Ohara, M. R., Gadzali, S. S., Harahap, M. A. K., & Ausat, A. M. A. (2023). Exploring the Relationship Between Entrepreneurial Mindsets and Business Success: Implications for Entrepreneurship Education. *Journal on Education*, *5*(4), 12540–12547. https://doi.org/10.31004/joe.v5i4.2238

Mondi, C. F., Giovanelli, A., & Reynolds, A. J. (2021). Fostering socio-emotional learning through early childhood intervention. *International Journal of Child Care and Education Policy*, *15*(1), 6. https://doi.org/10.1186/s40723-021-00084-8

Nix, R. L., Bierman, K. L., Domitrovich, C. E., & Gill, S. (2013). Promoting Children's Social-Emotional Skills in Preschool Can Enhance Academic and Behavioral Functioning in Kindergarten: Findings From Head Start REDI. *Early Education and Development*, *24*(7), 1000–1019. https://doi.org/10.1080/10409289.2013.825565

Pahl, K. M., & Barrett, P. M. (2007). The Development of Social–Emotional Competence in Preschool-Aged Children: An Introduction to the Fun FRIENDS Program. *Australian Journal of Guidance and Counselling*, *17*(1), 81–90. https://doi.org/10.1375/ajgc.17.1.81

Pulimeno, M., Piscitelli, P., & Colazzo, S. (2020). Children's literature to promote students' global development and wellbeing. *Health Promotion Perspectives*, *10*(1), 13–23. https://doi.org/10.15171/hpp.2020.05

Rauf, A. L. A., & Bakar, K. A. (2019). Effects of Play on the Social Development of Preschool Children. *Creative Education*, *10*(12), 2640–2648. https://doi.org/10.4236/ce.2019.1012191

Sancassiani, F., Pintus, E., Holte, A., Paulus, P., Moro, M. F., Cossu, G., Angermeyer, M. C., Carta, M. G., & Lindert, J. (2015). Enhancing the Emotional and Social Skills of the Youth to Promote their Wellbeing and Positive Development: A Systematic Review of Universal School-based Randomized Controlled Trials. *Clinical Practice & Epidemiology in Mental Health*, *11*(1), 21–40. https://doi.org/10.2174/1745017901511010021

Saputri, A. I., & Widyasari, C. (2021). Application of Reward and Punishment To Develop Disciplinary Behavior of Early Childhood. *ECRJ (Early Chilhood Research Journal)*, *4*(1), 1–31.

Zen, A., Kusumastuti, R., Metris, D., Gadzali, S. S., & Ausat, A. M. A. (2023). Implications of Entrepreneurship Education as a Field of Study for Advancing Research and Practice. *Journal on Education*, *5*(4), 11441–11453. https://doi.org/10.31004/joe.v5i4.2091

Development of Effective Learning Strategies to Improve Social-Emotional Skills in Early Childhood

8 fileledukasi.blogspot.com
Internet Source   1%

9 Muharrahman Muharrahman, Novita Loka,   <1%
   Adzhani Syarfina, Meriatul Kibtiyah, Novita
   Sari. "Implementasi Permainan Tradisional
   Petak Umpet pada Anak Usia Dini di Era
   Society 5.0", Jurnal Obsesi : Jurnal Pendidikan
   Anak Usia Dini, 2023
   Publication

10 ejournal.unib.ac.id   <1%
   Internet Source

11 etd.uwc.ac.za   <1%
   Internet Source

12 repository.upi.edu   <1%
   Internet Source

13 www.jonedu.org   <1%
   Internet Source

14 www.psychologytoday.com   <1%
   Internet Source

15 Syahrul Syahrul, Nurhafizah Nurhafizah.   <1%
   "Analisis Pengaruh Pola Asuh Orang Tua
   Terhadap Perkembangan Sosial dan
   Emosional Anak Usia Dini Dimasa Pandemi
   Corona Virus 19", Jurnal Basicedu, 2021
   Publication

16	onlinelibrary.wiley.com Internet Source	<1%
17	uploads.ohioslha.org Internet Source	<1%
18	www.articlegateway.com Internet Source	<1%
19	www.tandfonline.com Internet Source	<1%
20	Novi Ade Suryani. "Kemampuan Sosial Emosional Anak Melalui Permainan Raba-Raba Pada PAUD Kelompok A", Jurnal Ilmiah Potensia, 2019 Publication	<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		